

Our Family Story



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Andy's Story



Andy's Story



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GLSEN OVERVIEW

GLSEN'S MISSION

GLSEN is the leading national education organization focused on ensuring safe schools for all students, regardless of sexual orientation or gender identity/expression.

GLSEN envisions a world in which every child learns to respect and accept all people



INTERSECTIONAL FRAMEWORK

GLSEN



“
There is no such thing as a
single-issue struggle because
we do not live single-issue lives.
- AUDRE LORDE -

Every child should feel free to bring their entire, authentic selves to school, and to have their whole selves fully embraced and supported.



Terminology

- **Cisgender:** A gender identity consistent with a person's biological sex.
- **Deadnaming/Misgendering:** Referring to an individual with names, pronouns or other terms, that is not preferred by the individual.
- **Gender Affirming Surgery:** Surgical procedures that change one's body to better match their gender identity.
- **Gender Dysphoria:** A conflict between a person's physical or assigned gender and the gender with which he/she/they identify.
- **Gender Expression:** The manner in which a person chooses to communicate their gender identity to others through external means such as clothing, mannerisms, make up, etc.
- **Gender Non-conforming/Gender Queer/Gender Expansive/Non- Binary:** A person who has gender characteristics and/or behaviors that do not conform to societal gender expectations. They may feel neither entirely male, nor entirely female. They may feel like they are neither. They/them pronouns

Terminology Continued

- **Intersex:** Congenital variations in which development of chromosomal, gonadal, anatomical sex is atypical. About one in 1,500-2,000 babies are born with an intersex variation.
- **Outting:** Disclosing someone's LGBTQ status to others, including parents without permission. *Under no circumstances should someone out someone without their permission.*
- **Transitioning:** Steps taken in which a person begins to live as their “true” gender. It may include changing one's name, taking hormones, having surgery, and altering legal documents.

CHAMPIONING LGBTQ ISSUES IN K-12 EDUCATION SINCE 1990

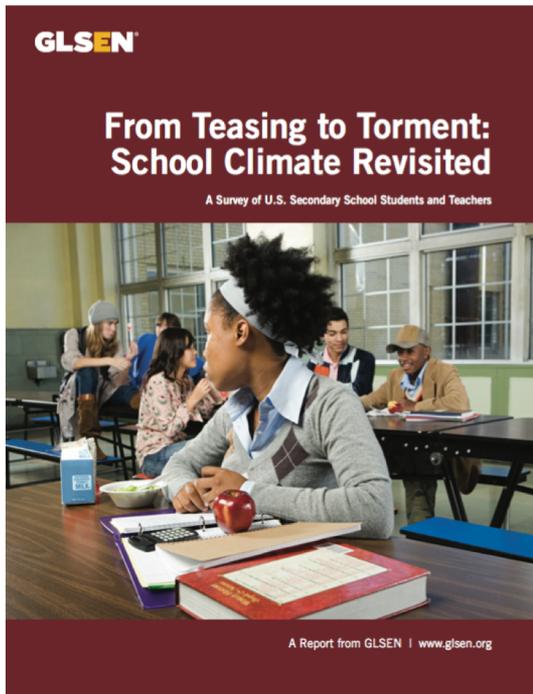


- Educational Resources & Training
- Original Research
- Student Leadership & Action
- Policy Advocacy
- ~40 Local Chapters



GLSEN RESEARCH: ALL STUDENTS

Middle and High-School students and educators across the country.



COMPARED TO THEIR NON-LGBTQ PEERS,
LGBTQ STUDENTS ARE:



3X AS LIKELY TO REPORT THAT
THEY **DON'T** PLAN ON
FINISHING HIGH SCHOOL.

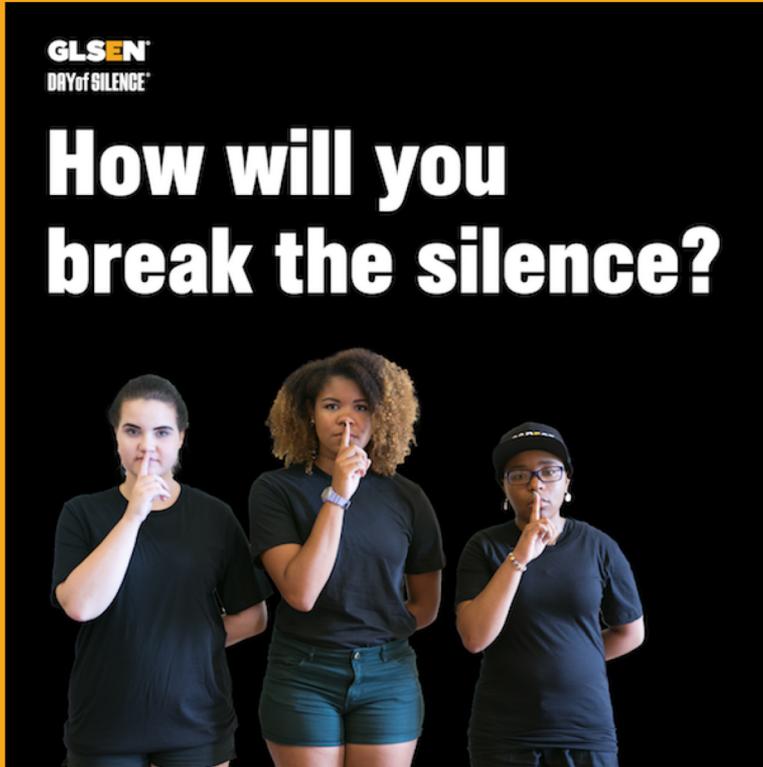
GLSEN.ORG/TEASINGTOTORMENT

SOURCE: FROM TEASING TO TORMENT: SCHOOL CLIMATE REVISITED, GLSEN, 2015

GLSEN[®]

GLSEN RESEARCH

Nearly 9 in 10 LGBTQ students experienced harassment or assault based on personal characteristics including sexual orientation, gender expression, gender, religion, race/ethnicity, and disability.



Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools.



TRANSGENDER STUDENT EXPERIENCES

Overall, transgender students were more likely than all other students to have negative experiences at school.

Transgender students were:

- More likely than other students to report missing school because they felt unsafe or uncomfortable
- Four times more likely than cisgender LGBTQ students to report that they were not planning to complete high school or were not sure if they would complete high school (2.0% vs. 0.5%)



GENDER NONCOMFORMING AND NONBINARY STUDENTS

Similar to their transgender peers, genderqueer/ nonbinary students experienced a more hostile school climate than cisgender LGB students.

Compared to cisgender LGB students, gender nonconforming/nonbinary students were:

- More likely to feel unsafe at school and to experience higher levels of victimization at school based on gender expression and gender
- More likely to experience school discipline and discrimination at school, particularly for gender-related discrimination such as names/pronouns or locker room access



District Guidance On...

Pronouns: “All students should be addressed by the name and gender pronoun corresponding to the student’s consistently asserted gender identity.”

Bathrooms: “Students who want to use the bathroom in accordance with their consistently asserted gender identity will be provided the available accommodation that best meets the needs and privacy concerns of all involved. Each school shall have at least one UNIVERSAL bathroom that shall be for the used of any student...”

Locker Rooms: “Students who want to use the locker room facilities in accordance with their consistently asserted gender identity will be provided the available accommodation that best meets the needs and privacy concerns of all involved.”

Dress Code: “All students should be permitted to wear clothing or makeup in accordance with the student’s consistently asserted gender identity or preferred expression, but must still comply with the established dress code.”

Data from YRBS in Florida and Hillsborough County 2019

- 25% of trans students attempted suicide
- Almost 40% of trans students engaged in suicidal ideation
- 7.6% of straight students attempted suicide vs. 38.7% of LGB students
- 11.4% of straight students vs. 25.5% of LGB students reported missing school because they felt unsafe.



ELEMENTARY SCHOOL EXPERIENCES

Compared to other students, gender nonconforming students:

MORE LIKELY

Called names, made fun of or
bullied

MORE LIKELY

Have mean rumors or lies spread
about them

MORE LIKELY

Miss school for safety reasons

LESS LIKELY

Feel very safe at school

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EFFECTS OF A HOSTILE SCHOOL CLIMATE

Students who experienced high levels of harassment and assault had poorer educational outcomes and lower psychological well-being.

VICTIMIZATION

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graph LR; V[VICTIMIZATION] --> D1[↑ Depression]; V --> D2[↓ Self-Esteem]; V --> D3[↓ Educational aspirations]; V --> D4[↓ School belonging]; V --> D5[↓ Academic achievement]; V --> D6[↑ Missing school];
```

↑ Depression

↑ Anxiety

↓ Self-Esteem

↓ Educational aspirations

↓ School belonging

↓ Academic achievement

↑ Missing school

played.

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REPORTING VICTIMIZATION

60.4% of the students who did report an incident said that school staff did nothing in response or told the student to ignore it.

LGBTQ STUDENT RESILIENCE



MEET MIGUEL



GLSEN

Miguel Johnson

GLSEN National Student Council

AND TO ME THAT MEANS MY PLACE

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Let's Remove Gender!



Substitutes for “Boys and Girls”:

- Learners
- Students
- Folks
- Kids
- My Superstars
- Your Mascot
- Mrs. Klumb’s Class

- *Be mindful of wording on parents’ forms*



GLSEN's 4 SUPPORTS TO CREATE INCLUSIVE SCHOOLS:



- **Enumerated Policies**

Implement comprehensive anti-bullying policy that specifically includes protections based on sexual orientation or gender identity/expression among a list of enumerated categories.



- **Supportive Educators**

Educators who show their support for LGBTQ students. Educators who have had staff trainings on how to address anti-LGBT bullying.



- **Student-led Clubs**

Support for student interventions such as Gender-Sexuality Alliance (GSA) clubs and participation in events such as the Day of Silence.



- **Inclusive Curriculum**

Positive representations of LGBTQ people, history, and events in school curriculum.



When a Student Comes Out to You

What Not to Say:

“I knew it!”

“Are you sure? Are you confused?”

“This is just a phase.”

“Shhhh, don’t tell anyone.”

“You are too young to know.”

Positive Reactions:

Offer support

Be a role model of acceptance

Appreciate the student’s courage

Listen, listen, listen

Ask to whom they are out

Assure respect and confidentiality

QUESTIONS?



Leanne
Andrew

THANK YOU!

LEANNE KLUMB GLSEN TAMPA BAY

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Calling students by their preferred names and pronouns is suicide prevention.